

Head Teacher: Mr Paul Prigg

## MESSAGE FROM THE HEAD TEACHER

It's beginning to get a lot like Christmas!

It was wonderful to take our children to sing at the Victorian Fayre – they did an amazing job and we are really proud of them! See the photos further on in this newsletter.

I would like to extend my thanks to all those families who have supported school with your generous donations. Be that through raffle prizes, Opal donations or simply through their time.

We are always on the look out for making connections within our community and events like our school fayre raise money that ALL comes back to the children and improving what school is like for them. If you know anyone who has building connections or runs a business that can support us – be that through a donation or help we would love to chat to them. If it is linked to OPAL play – please talk to Mrs Newton-Smith or Mrs Finnegan. If it is a fayre donation then please talk to Miss Smith (in Reception!).

This December, we welcome back our Elf on the shelf as he begins his rein of mischief around school once again!

Please keep an eye out for the various events that are taking place.

It is definitely getting to that busy time!

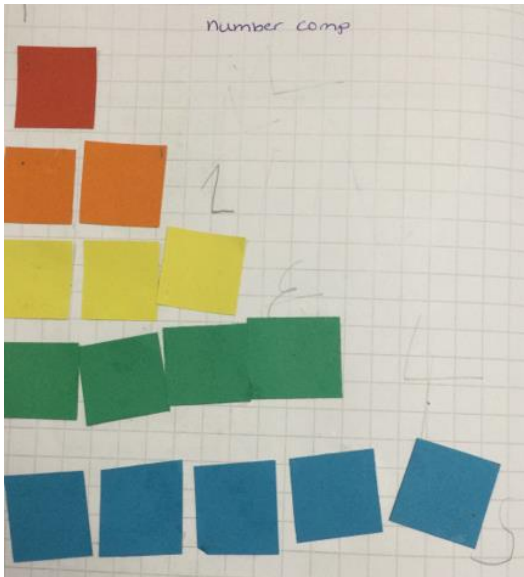
Best wishes

Paul Prigg

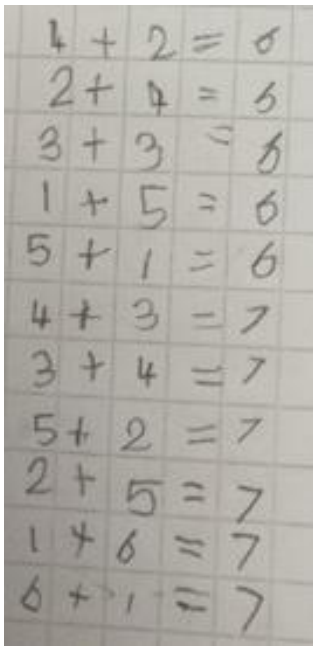


[www.carnforthschool.org](http://www.carnforthschool.org) | 01905 701099 | [office@carnforthschool.org](mailto:office@carnforthschool.org)

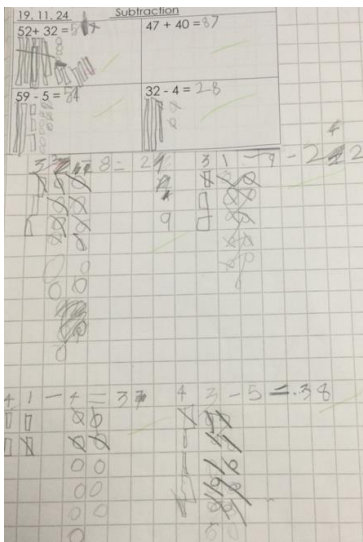
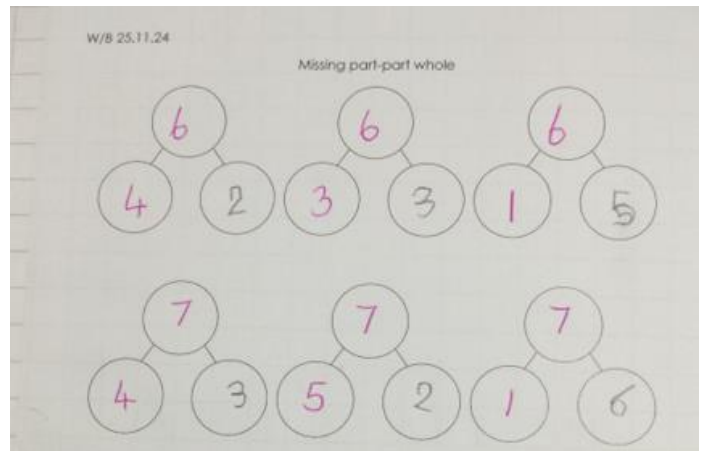
# MATHS



Reception have been using Glowhub Maths to represent their numbers to 5. They are looking forward to using coloured stamps to represent each number.



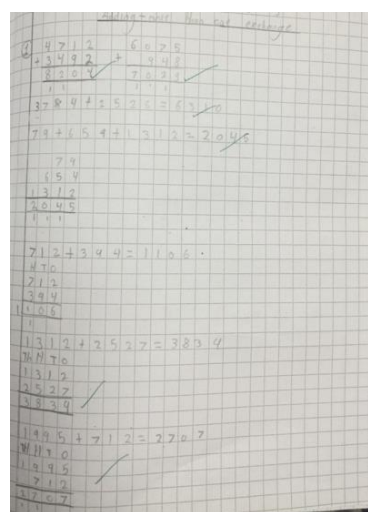
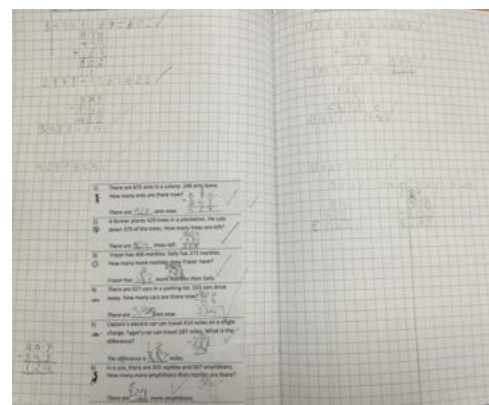
Year 1 have been using the part-whole model to represent the parts that add together to make the whole. This is super tricky work but they are smashing it!



Year 2 have been working hard with their subtraction work and using pictorial, concrete and abstract to represent their numbers. The concrete really helps children understand what the abstract number looks like in different contexts.

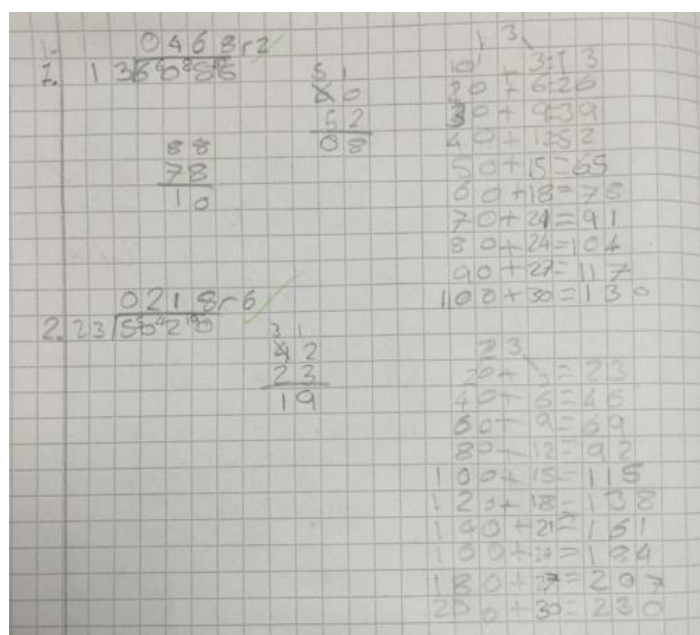
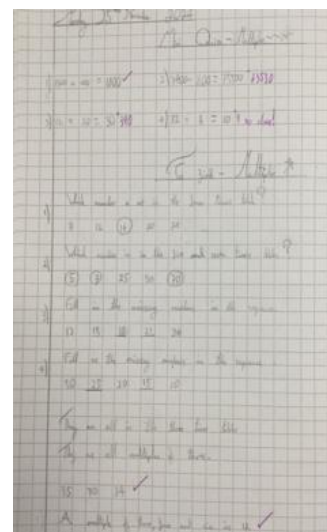
# MATHS (Continued)

Year 3 have been consolidating their knowledge of subtraction using word problems. By using worded problems, Year 3 are able to make connections to the learning and put it into a real life context.



Year 4 have been consolidating their addition skills by adding up to 4-digits with exchanges. This is very tricky to start with but with Year 4's amazing learning attitude, they are doing very well. Keep it up!

Year 5 have been finding multiples of numbers by using their reasoning and problem-solving skills. Resilience has been needed to find missing numbers, identifying multiples of numbers and explaining why a number is the odd one out in a sequence.



Year 6 have been working extremely hard with their long division. We understand that to be successful, we need accept that mistakes will occur. Long division is a long process however we have identified ways in which we can make it easier and quicker to work out the correct answers.

# READING

Reading at home with your children is such a crucial part of their reading journey. Sharing stories with adults means that children can read stories beyond their reading colour and be able to explore all kinds of books! It is also such a fantastic way to have special time with your child and for their language to develop too!



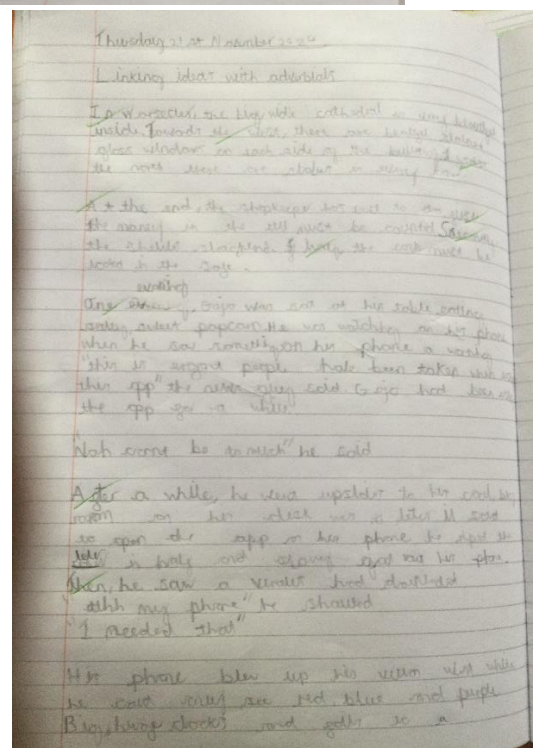
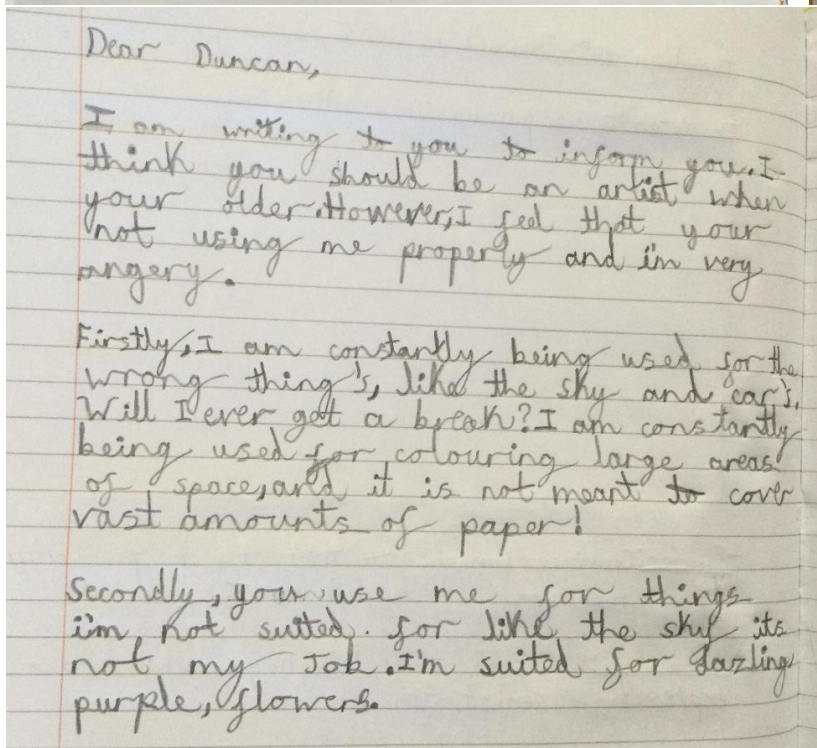
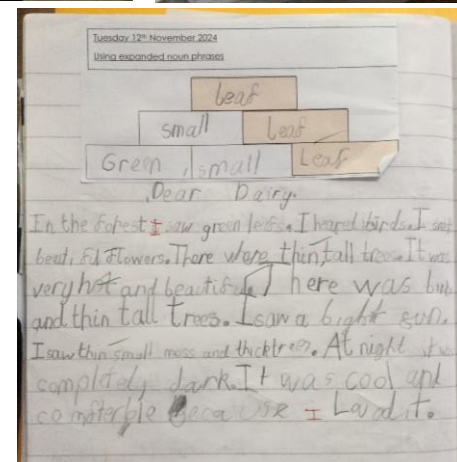
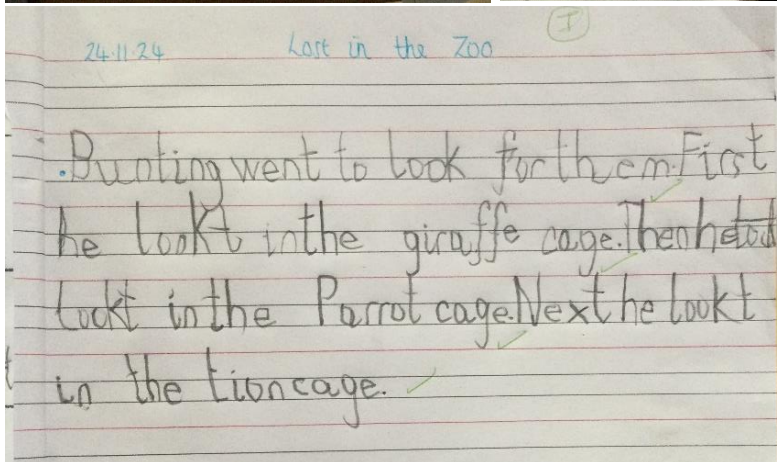
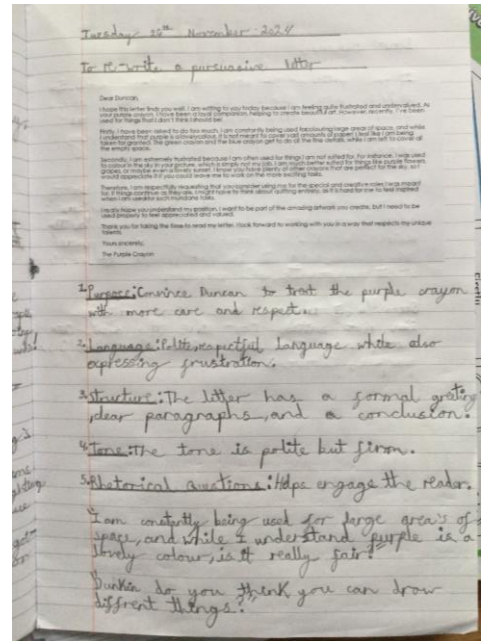
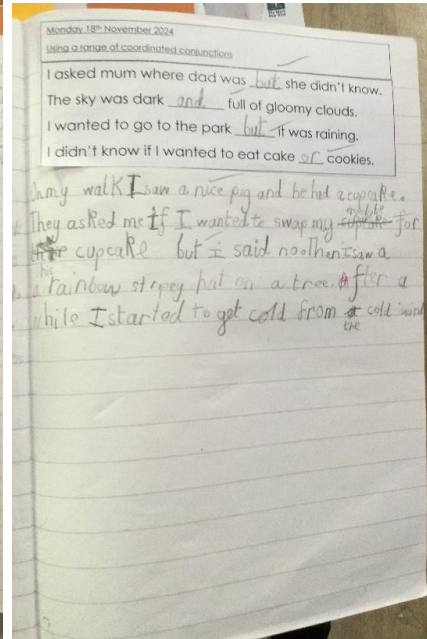
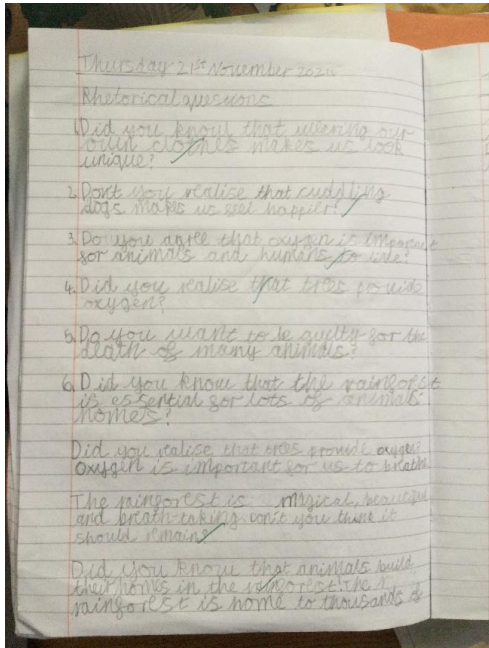
Here are some questions you could be using when reading with your child to get them thinking even more!

1. Look at the front cover. What could the book be about?
2. Who is the author?
3. What is an illustrator? What do they do?
4. What does that word mean? Read the words around it to help you figure it out (context).
5. How can you read an unfamiliar word? Can you sound talk and then blend?
6. Who are the main characters?
7. What do you think will happen next?
8. How do you think that character feels? Why? How would you feel in that situation?
9. Can you predict how the book will end?
10. Who is your favourite character? Why?
11. Is there a hidden message in the story? What is it?
12. Can you retell the story in your own words?
13. Do you like how the story ended? Can you think of another way the book could have ended?



# WRITING

Check Out our amazing writing!



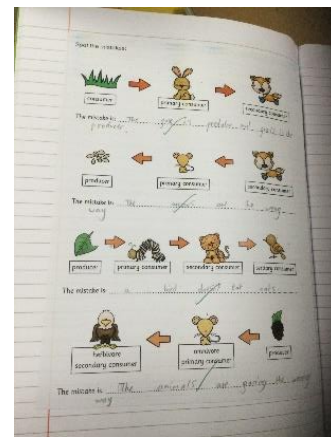
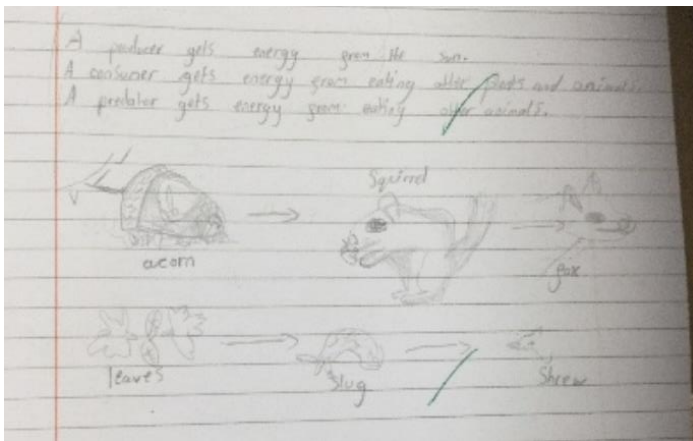


# SCIENCE



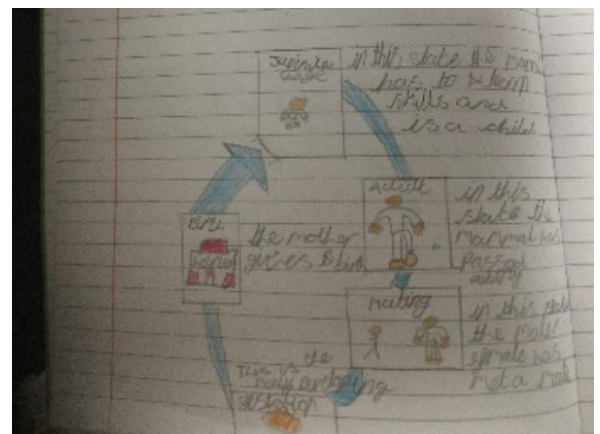
Year 2 have been going around the outdoor areas of school and finding different living things and their habitats. We took pictures of what we found and then plotted on a map that we had drawn of school, what the living thing was and where we saw it. We created a key for this and wrote about why we thought the living thing would be in that habitat.

Year 4 have been looking at food chains and what each part gets their energy from. They used this knowledge to spot the different mistakes in a range of food chains.



Year 5 have been learning about life cycles of mammals. They decided on a mammal to draw and explain the life cycle of.

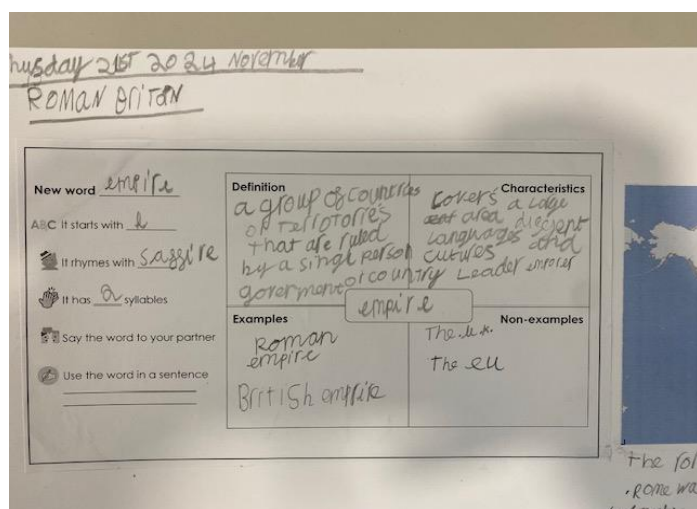
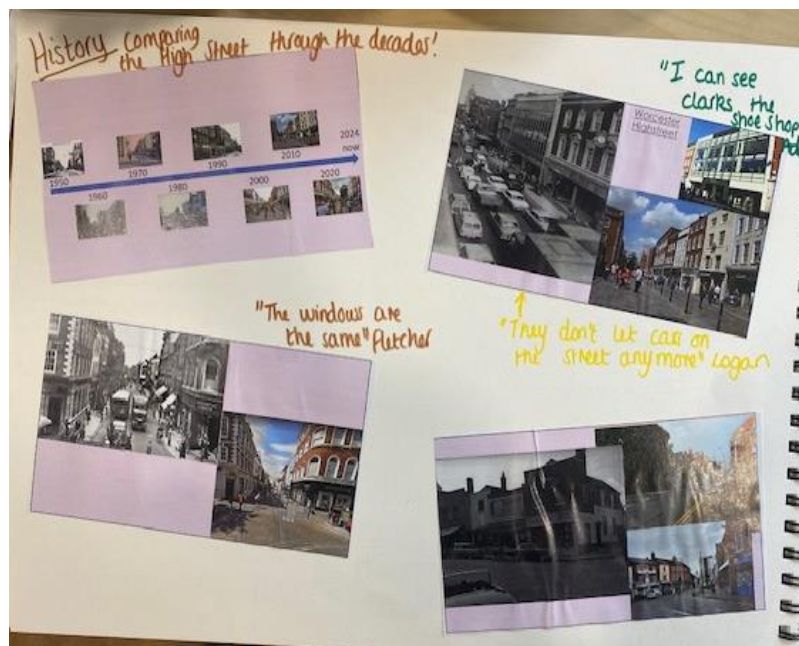
Check out Year 6's amazing exit quizzes for their unit Animals including humans!



# HISTORY

In History, year 1 have been learning all about toys from the past. They have been looking through their Hartlebury castle museum box and exploring differences between toys now and in the past.

They have also been exploring our Worcester high street through the decades. They spotted some shops that have been there for a long time!



Year 5 have been beginning to explore the Romans.

They have been thinking about the Roman empire and exploring what the word empire means. Year 5 also have a history box from Hartlebury castle and are excited to start exploring Roman armour!

As part of their History topic and No Pens Wednesday, Year 6 have learnt about Morse Code and why it was prevalent during WW2. They had a go at creating their own morse code for a partner (who had to guess the code) by tapping it out.

MORSE CODE			
A	.-	J	.-.-.-
B	-...-	K	-.-
C	-.-.-	L	.-.-.-
D	-.-	M	--
E	.	N	-.-
F	....-	O	---
G	-.-	P	.-.-.-
H	....	Q	---.-
I	..	R	.-.-
J	.-.-.-	S	...-
K	-.-	T	-.-
L	.-.-.-	U	..--
M	--	V	...--
N	-.-	W	---
O	---	X	-.-.-
P	.-.-.-	Y	-.--
Q	---.-	Z	---.-
R	.-.-	0	-----
S	...-	1	-----
T	-.-	2	....-
U	..--	3	...--
V	...--	4	....-
W	---	5	.....
X	-.-.-	6	-.....
Y	-.--	7	-.....
Z	---.-	8	-.....
		9	-.....



# PSHE

Carnforth recently took part in anti-bullying week. This week is beneficial as it allowed children to learn and reflect on the behaviours they display. The focus of the week was choose respect.



Carnforth's Peer Mentors were tasked with a challenge - identify children who were showing respect and reward them with a respect coin. These coins built up throughout the week and the winning class earned themselves an extra play time for showing the most respect.

Peer Mentor's second task was to challenge children with 'mission possibles' where the children could become an agent of respect to spread respect and positivity around school.

## Mission Possible

*Top Secret: Agent of Respect*

 **Your Mission:**

*Keep Spreading Respect*

## Respect Reminder

Every small act of kindness counts!  
Hold doors, share smiles, help a friend—  
Together, we can make our school  
amazing!

**Remember:** Choose Respect, Spread Kindness!



# COMPUTING

## 10 Top Tips for Parents and Educators EDUCATING CHILDREN ON SPENDING AND SAVING

Evidence shows that children's spending habits begin to form as early as seven years old. With primary schools in England not required to teach financial literacy, many young people are reaching adulthood without knowing the basics of budgeting. This guide explains how to teach young people about money in a practical way, giving them the understanding to become savvy spenders and savers.

### 1 PROVIDE POCKET MONEY

Giving children money – even a small amount – can help them learn to make their own budgeting decisions about how to spend or save it. Research shows that youngsters who receive pocket money are more likely to become adults with strong financial skills and significantly less debt.

### 2 USE A PREPAID CARD

Being able to pay by card is essential these days, with some retailers not accepting cash since the pandemic. Prepaid debit cards are available for children from the age of six, allowing them to get used to spending like they will as adults with no risk of dipping into an overdraft. Learning about money is like learning to swim – you need to get in the pool and have a go!

### 3 PRACTISE BORROWING

Although official borrowing is only available to over 18s, kids need to understand how debt and interest works before they become adults and are exposed to credit cards or 'buy now, pay later' schemes. For a safe means of teaching them about this, parents could offer them extra pocket money but explain that it needs to be paid back by a certain date, plus an extra couple of pounds as interest.

### 4 ENCOURAGE OPEN CONVERSATION

Chatting about money and how much things cost will teach children that finance is a part of everyday life and not some "scary adult thing". Parents can involve them in budgeting for the weekly shop, for example, working together to get everything on the list while keeping the total below a certain number. Letting young ones make spending decisions in a safe space can build up their confidence regarding money.

### 5 DISCUSS THE PRESSURE TO SPEND

Whether it's YouTube ads or a hint of envy at a friend's recent purchase, spending triggers are everywhere. Encourage children to notice how clever shop design (like placing sweets at the checkout) and offers such as '2 for 1' deals entice us to spend more. Challenge them to resist impulse buys by getting them to sleep on it before deciding to spend.

### 6 TELLING 'NEED' FROM 'WANT'

Learning how to prioritise spending is an important life skill: the difference between life's essentials and "nice to haves" is key to budgeting. If children pester you for treats while shopping, it's the perfect time to say "That's a want. We're getting our needs first." You could show how you budget for food, electricity and so on before buying fun things.

### 7 ENCOURAGE SAVING

Getting children saving early can set them up with a useful habit for their adult life. Suggest that they set something aside every time they receive money and help them set a target for how much to put away, so they feel motivated to continue. For example, encouraging them to save for a friend's birthday gift can get children much more invested in what they buy.

### 8 SPARK INTEREST IN INTEREST

Motivate children by telling them about interest; you can describe it as a reward for saving money. Explain how everything they put away will grow over time. As an exciting example, explain that 1p doubled every day for a month would amount to approximately £10 million. Some prepaid cards for young people also offer interest; parents and carers could also add a little to supplement what their child saves and show how it works.

### 9 PAYING FOR CHORES

This is a complex debate with no right or wrong answer: it depends on what works for each individual family. However, it can be one of the best ways to teach children that money needs to be earned and helps to create more mindful spenders. If parents aren't keen on paying for everyday chores, they could ask the children to suggest their own ideas for earning a little extra.

### 10 PROTECT CHILDREN FROM SCAMS

Scams are a terrifyingly easy way to lose money, and children are generally more likely to be taken in due to a lack of experience with these financial criminals. As a minimum, make sure they're aware of the most common scams they could be exposed to – by text, email and phone, for instance. Young people should tell a trusted adult about any unexpected message or call and never give out their personal information.

### Meet Our Expert

GoHenry is a prepaid debit card and financial education app with a mission to make every young person smart with money. Co-founder and CEO Louise Hill is a passionate campaigner for better financial literacy among school children and strongly believes that money management is a crucial life skill.

goHenry

#WakeUp  
Wednesday®

The  
National  
College®



# RE



As December begins and Christmas is around the corner, let's see if you can complete an advent calendar of kindness! Spreading kindness is important all year round, but especially at Christmas!

We would love to hear about your acts of kindness.

<b>1<sup>st</sup></b> Tidy your bedroom without being asked.	<b>2<sup>nd</sup></b> Donate some of your old toys to a charity shop.	<b>3<sup>rd</sup></b> Leave a dish of water out for the birds and animals.	<b>4<sup>th</sup></b> Ask your teacher if you can sharpen the crayons for them.	<b>5<sup>th</sup></b> Donate some food to your local food bank (check their requirements first).	<b>6<sup>th</sup></b> Make your bed every day without being asked.
<b>7<sup>th</sup></b> Make some biscuits to deliver to your friends.	<b>8<sup>th</sup></b> Make a care package for a friend or family member.	<b>9<sup>th</sup></b> Let a friend know you appreciate them.	<b>10<sup>th</sup></b> Hold the door open for someone.	<b>11<sup>th</sup></b> Offer to help an elderly relative with their Christmas decorations.	<b>12<sup>th</sup></b> Smile at everyone you meet today.
<b>13<sup>th</sup></b> Try to be kind to your siblings.	<b>14<sup>th</sup></b> Donate items to your local animal shelter (check their requirements first).	<b>15<sup>th</sup></b> Leave a happy note for someone to find.	<b>16<sup>th</sup></b> Feed the birds in your garden or local park.	<b>17<sup>th</sup></b> Tell someone a silly joke to make them smile.	<b>18<sup>th</sup></b> Offer to help out with a household chore.
<b>19<sup>th</sup></b> Leave a treat for your post delivery person.	<b>20<sup>th</sup></b> Post a thank you card to your local police, fire or ambulance station.	<b>21<sup>st</sup></b> Write a thank you note to a teacher or someone who has helped you recently.	<b>22<sup>nd</sup></b> Help with dinner preparations by setting the table without being asked.	<b>23<sup>rd</sup></b> Phone a relative for a chat.	<b>24<sup>th</sup></b> Let your parents/carers have a lie-in and read a book in bed until they are awake.



Be Kind  
This Christmas



# ART

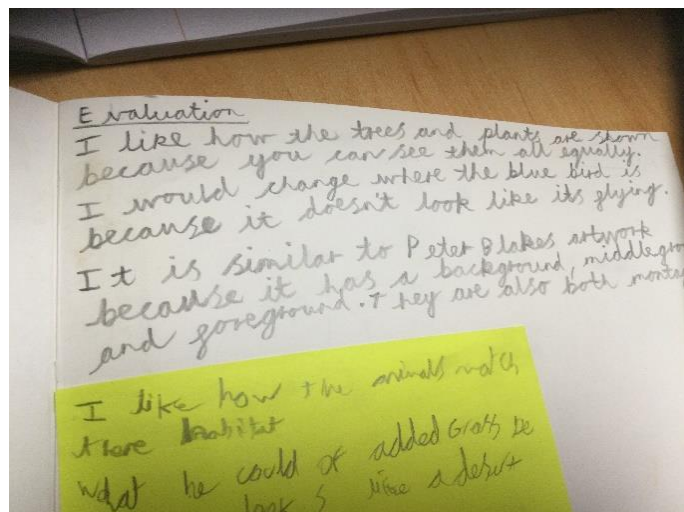
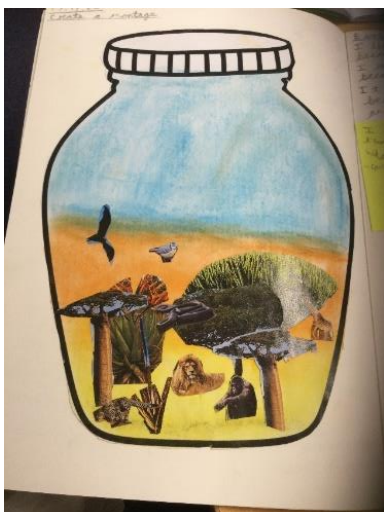
Year 2 have been learning about the lightness and darkness of colours and that the word for that is tones. They found that adding white makes the tone lighter and adding black makes the tone darker. They experimented with different paints in a tone grid and added white to make it lighter and black to make the colour darker.



Year 4 have been planning their clay sculptures and referred to their plans when moulding them. They thought carefully about the design and what techniques they needed to use to make it.



Year 6 have been making their collages and thought carefully about what was in the foreground, middle ground and background and what materials they would use for these. They then evaluated their pieces of art.





# MODERN FOREIGN LANGUAGES

## FRENCH AT HOME

Have a go at some of the fantastic games available for extending your French learning at home: [KS2 French - BBC Bitesize](#)

KS2

### French

Part of [Modern Foreign Languages](#)

+ Add subject to My Bitesize



Try watching and episode of your favourite show in French! Can you recognise any of the words?

## Check out some of our super work below

French café menu

une entrée:

- ° la baguette €1.50p
- ° le croissant €1.19

un plat principal:

- ° le hot-dog €1.19p
- ° le hamburger €3
- ° un croque-monsieur €2.99
- ° la pizza €5

une boisson:

- ° un cola €2.50
- ° une limonade 50p

Jour: Jeudi 7<sup>th</sup> novembre 2021  
Week: 9/10

Can you write down the English translation and say whether the French word is masculine (le), feminine (la) or plural (les) or whether you need to use l' because the first letter of the French word begins with a vowel?

le, la, les or l'	French	English translation
le	croissant	Croissant
le	croque-monsieur	a cheese toastie
la	baguette	baguette
le	fromage	the cheese
le	café	coffee
le	Coca-Cola	the coca-cola
le	sandwich	the sandwich
la	soupe	the soup
la	limonade	lemonade
les	fruits	fruits
les	légumes	vegetables
la	ratatouille	ratatouille
l'	argent	money
le	dessert	dessert
la	pizza	pizza
le	menu	menu
le	plat principal	the main course
le	pain	bread
le	gâteau	cake
la	tarte	the tart
la	monnaie	change
le	chocolat	chocolate
une	crêpe	pancake
le	hamburger	hamburger
la	nourriture	the food
la	pièce	the coin
la	quiche	the cheese egg tart
le	hot-dog	hot dog
l'	entrée	a starter

# PE

In PE year 4 have been enjoy playing handball. They have been practicing how to throw a ball to a team mate with the correct technique. Once they become more confident with this, they will be able to move further apart and make it more challenging.



Reception have enjoyed using their bodies to tell a story in dance. They went out into the autumn leaves and made a bonfire and fireworks dance.



For PE, Year 6 built upon their teamwork and hand-eye coordination skills by using only 6 cups, an elastic band and string. They had to create a multitude of different arrays using the cups. This encouraged teamwork, resilience and determination to succeed.





# THANK YOU!



We had an amazing response to our Shoe Box Appeal for Teams4U and we filled 61 shoe boxes with treats, toys and essential items for those children in need in Ukraine, Moldova, Georgia, Bosnia and Romania.

We raised £507.50 from the movie nights that we held in school where we showed *The Grinch*, *Inside Out 2* and *Despicable Me 4*. The children loved the films and also the popcorn, crisps and sweets. The money was used to fill up empty shoe boxes, in addition to the ones donated by our parents, carers and pupils.

## AND WE MADE THE WORCESTER NEWS!

### Pupils fill shoeboxes for charity from movie nights

A CITY school has raised £507.50 from three movie nights.

The event for charity Teams4U at Worcester's Carnforth School offered children a ticket which included popcorn, crisps and sweets.

The funds were used to fill 61 shoeboxes with toys, essentials, care products, clothes, shoes, stationery and sweets for those in need.

Jasmine Hawkes, the Carnforth Drive school's nursery manager, said: "I am immensely grateful to the children and parents of Carn-

forth School for making this possible."

She also acknowledged the children who donated both empty and full shoeboxes.

The movie nights featured screenings of *The Grinch*, *Inside Out 2* and *Despicable Me 4*.

Each year Teams4U runs a nationwide shoebox appeal to provide Christmas gifts to vulnerable children and families.

They are distributed through schools, nurseries, hospitals and orphanages in Ukraine, Moldova, Georgia, Bosnia and Romania.



MOVIEGOERS: Fundraising pupils. Picture: Carnforth School



# CARNFORTH CHOIR AT THE VICTORIAN FAYRE





# ATTENDANCE



2024/2025 Class attendance to 29/11/2024 : 94.88%

Year Group	Attendance
Reception	95.73%
Year 1	96.25%
Year 2	93.82%
Year 3	94.59%
Year 4	95.38%
Year 5	95.27%
Year 6	95.97%

Please remember that if your child(ren) are unwell and will not be attending school, please make sure you contact the school to inform them **each** day they are absent.

# LETTERS HOME

If you haven't received any letter that is relevant to your child's year group, please call into the office.

**Reception, Year 1 & Year 2** : Nativity Performance Ticket Request form

**Year 3** : Young Voices letter

**Year 5** : Llanrug Residential Trip letter

**Whole School** : Santa's Grotto Ticket Request form



## The Big Christmas Swan Feed 2024

You are warmly invited to our  
Big Christmas Swan Feeds  
2024

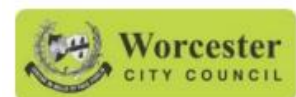
Thanks to Platform for sponsoring  
this event in support of  
volunteering and community  
relationships.

Free floating swan food  
for everyone

**2pm South Quay**  
**Thursday 26th December**  
**Sunday 29th December**  
**Wednesday 1st January**

Our mayor, Councillor Mel Allcott  
will lend a hand on 29th

theswanfoodproject.co.uk  
FB: The Swan Food Project  
Email: [theswanfoodproject@gmail.com](mailto:theswanfoodproject@gmail.com)



# SHOUT OUT ... PLEASE HELP!

If your child has any clothing that they have outgrown or no longer need, we are in desperate need of the following:



Boys trousers/jogging bottoms (ages 3-4 and 4-5)

Girls trousers/jogging bottoms (ages 3-4 and 4-5)

Boys and Girls underwear and socks



## DECEMBER DIARY DATES

**DECEMBER 2024**

2	3	4	5	6
		<b>RECEPTION TRIP</b>   <b>Y3 SWIMMING</b>	<b>NON-UNIFORM DAY</b> <b>CHOCOLATE FOR TOMBOLA PLEASE</b>  <b>AFTER SCHOOL CLUBS FINISH</b>	<b>YEAR 1 TRIP HARTLEBURY CASTLE</b> 
9	10	11	12	13
		 <b>EYFS/KS1 Nativity</b> <b>10.00 - 10.45am</b>  <b>Y3 SWIMMING</b>	<b>Christmas JUMPER DAY</b>   <b>Nativity 2-2.45pm</b>	<b>Christmas FAYRE</b>  <b>SANTA'S GROTTO</b> 
16	17	18	19	20
 <b>PLAYGROUND CAROLS</b> <b>NURSERY/RECEPTION</b> <b>3.00 - 3.15pm</b>	 <b>KS1 8.00 - 9.00am</b>  <b>PLAYGROUND CAROLS</b> <b>Y5/Y6 3.00 - 3.15pm</b>	 <b>CHRISTMAS LUNCH</b>  <b>PLAYGROUND CAROLS</b> <b>Y3/Y4 3.00 - 3.15pm</b>	 <b>KS2 8.00 - 9.00am</b>  <b>PLAYGROUND CAROLS</b> <b>Y1/Y2 3.00 - 3.15pm</b>	  <b>PARTY DAY</b>
23	24	25	26	27
<b>MERRY CHRISTMAS</b>			<b>AND A HAPPY NEW YEAR!</b>	



# WHO'S WHO IN SCHOOL 2024/25?

MR PRIGG : HEAD TEACHER

MRS FINNEGAN : DEPUTY HEAD OF SCHOOL

MRS V SMITH : SENCO

OFFICE : MISS WALTERS & MRS RANSCOMBE

MRS HAWKES : NURSERY MANAGER

TEACHING ASSISTANT : MISS ARANYOSI

MISS HEMMING : RECEPTION TEACHER

TEACHING ASSISTANTS : MRS NEWTON-SMITH, MISS SMITH & MRS BEGUM

MISS L JONES : YEAR 1 TEACHER

TEACHING ASSISTANTS : MISS BURNHAM

MISS K JONES : YEAR 2 TEACHER

TEACHING ASSISTANT : MISS HOLLAND & MRS KENWRICK

MISS EAST : YEAR 3 TEACHER

TEACHING ASSISTANT : MISS L RICE

MS FERGUSON : YEAR 4 TEACHER

TEACHING ASSISTANT : MRS AKHTER, MISS J JONES & MR TEAL

MISS WALL : YEAR 5 TEACHER

HLTA : MRS BECK

MR COX : YEAR 6 TEACHER

TEACHING ASSISTANT : MISS PARKES

LUNCHTIME SUPERVISORS:

MRS J JONES, MRS PEGRAM, MISS LORD & MR JEFFERIES

CARETAKER:

MR JEFFRIES